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ABSTRACT

This document summarizes an evaluation of the 1988/89 College Readiness Program (CRP) in the Columbus (Ohio) Public Schools. The CRP targets middle school students who demonstrate potential for success in college but who are not planning to attend college because of their families' financial status or because higher education is not part of their family background. The program provides information and activities to increase the students' awareness of their potential and the opportunities available through higher education. Information was gathered from student files, surveys of students, professional staff, and parents, and the Student Attitude Measure (SAM), a standardized measure of student attitudes. The following summary findings are reported: (1) participants' grade point averages in required and college preparatory courses were slightly higher than other middle school students; (2) participants' attitudes toward academic learning and school behavior in five areas of the SAM were average and above average; (3) some differences were noted in academic performance and attitude by grade levels, sex, ethnic origin, and socioeconomic status, suggesting careful consideration in selecting participants and in planning program activities and individual follow-up; (4) teachers were positive about recommending students for the program, services offered, and program coordinators' communication; (5) parents demonstrated positive attitudes toward the idea of a college education for their child and the child's continued participation in the program; and (6) almost half of the parents reported some postsecondary education. Ten tables of statistical data are included. Copies of the student, professional staff, and parent survey questionnaires are appended. (FMW)

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College Readiness Program Evaluation 1988-1989

Summary Report

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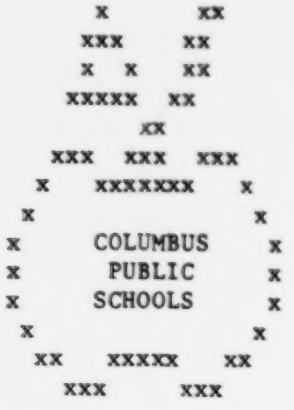

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UD 027 362

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College Readiness Program Evaluation 1988-1989

Abstract

Program Description: The College Readiness Program (CRP) was designed to provide school personnel with a means of focusing on students of middle school age who have not considered college as an educational or career goal. These students whose school work indicates their potential for success in college are not planning to attend because of the financial status of their parents or because higher education is not part of the family background. The program is intended to provide information to students and to engage them in activities that will increase their awareness of their potential and the opportunities available to them through higher education. Selection of students was based on standardized test scores and teacher recommendations.

The College Readiness Program was located in 18 conventional middle schools in Columbus. One part-time and four full-time teacher coordinators were assigned to schools by geographical quadrants.

Time Interval: The CRP coincided with the school year. Participants were designated in September 1988 and received services of the teacher coordinator through June 1989.

Evaluation Plan: An evaluation of the College Readiness Program was planned by staff of the Department of Evaluation Services and staff of the Division of Middle and High schools. The evaluation provided for the collection of data to address seven questions based on program information needs. Question 1.0: How can CRP students be characterized demographically i.e., gender, ethnic origin, and socioeconomic status (SES)? Question 2.0: How do students served by CRP perform in academic subject areas as indicated by grades in academic courses? Question 3.0: What affective characteristics related to academic learning and school behavior can be identified in the self-reports of CRP students? Question 4.0: What are the attitudes of CRP students regarding college as an educational or career goal? Question 5.0: What are the opinions of middle school staffs regarding selection of students for CRP? Question 6.0: What are the opinions of middle school staffs regarding CRP services to participating students? Question 7.0: What are the attitudes of parents regarding their child's participation in CRP?

Sources of evaluation information were district computer files, a locally developed student survey, parent survey, and professional staff survey, and a standardized measure of student attitude. Data was collected and analyzed by the Department of Evaluation Services. Results of the analyses provided for a description of students served by CRP. The analysis of data also provided information about the opinions and attitudes of middle school staffs and parents regarding CRP.

Summary: Descriptive data compiled about students in the College Readiness Program suggests their potential for success in college. As a group they demonstrated academic potential in grade point averages that were somewhat higher then the averages of other middle school students in required and college preparatory courses. As a group they demonstrated average and

above attitudes toward academic learning and school behavior in five areas of expression on the Student Attitude Measure. Some differences were noted in academic performance and attitude by grade levels, gender, ethnic origin and socioeconomic status. These differences suggest careful consideration in selecting students for program participation and in planning program activities and follow-up for individual students.

Middle school staffs involved as classroom teachers with CRP students were positive about their participation in recommending students for the program. They were positive, also, about the services offered to CRP students and the manner in which coordinators informed them of program schedules and activities.

Parents demonstrated positive attitudes toward the idea of a college education for their child and their child's continued participation in CRP. Close to half of the parents reported their own level of education to be beyond high school.

College Readiness Program Evaluation 1988-1989

Summary Report

Program Description: The College Readiness Program (CRP) was designed to provide school personnel with a means of focusing on students of middle school age who have not considered college as an educational or career goal. These students whose school work indicates their potential for success in college are not planning to attend because of the financial status of their parents or because higher education is not part of the family background. The program is intended to provide information to students and to engage them in activities that will increase their awareness of their potential and the opportunities available to them through higher education. Selection of students was based on standardized test scores and teacher recommendations.

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Major Findings: Sources of data and results of data analysis will be reported below regarding the seven evaluation questions. Copies of locally constructed surveys used in the evaluation are contained in the Appendix.

Information compiled from district computer files provided for demographic comparisons between student participants in CRP and overall district middle school student enrollment. Demographic characteristics of CRP participants are summarized by grade level, ethnic group, gender and SES in Table 1. A total of 2237 students participated in CRP. Of these, 57.7% were female, and 42.3% were male, compared to 49.4% female and 50.7% male for overall district middle school enrollment.

Racial or ethnic composition of participating students was 56.7% Caucasian, 40.4% Black, 0.3% Spanish American, 2.5% Asian and 0.1% American Indian. Race and ethnic composition for overall district middle schools was 52.1% Caucasian, 46.9% Black, 0.4% Spanish American, 2.1% Asian, and .07% American Indian.

Socioeconomic status determined by lunch count indicated 36.3% of program students received free lunches and 10.1% received reduced priced lunches for a total of 46.4% of CRP students receiving free or reduced priced lunches. The percentage of all middle school students receiving free and reduced priced lunches was 56.3%.

Comparisons of demographic characteristics indicated greater percents of female students and Caucasian students enrolled in CRP than overall in district middle schools. Also, there were lower percents of Black students and students from low income families enrolled in CRP than overall in middle schools.

Course grades available from district computer files provided information about student performance in academic subject areas. Comparisons of grade point averages in academic subjects were computed for CRP students and regular middle school students. Grade point averages and differences for the fourth grading period are summarized for the two student groups in Table 2. CRP students achieved higher grade point averages in required academic courses than regular students. Differences range from .3 point to .7 point. CRP students also achieved higher grade point averages in college preparatory courses, algebra and pre-algebra, than other students electing these courses.

Similar comparisons were noted for CRP grade point averages in two foreign languages, German and Spanish. No difference was noted in grade point averages in French for the two student groups.

As a group CRP students performed somewhat better in required academic courses as well as in college preparatory courses than other middle school students. CRP sixth graders tended to have higher grade point averages than CRP seventh and eighth graders in academic courses. However, grade point averages of CRP eighth graders in life science and algebra were .7 point higher than averages of other students in these courses.

College Readiness Program Evaluation 1988-1989

Table 1

Student Participant Demographic Data

	GRADE 6	7	8	PROGRAM TOTAL
Ethnic Origin				
Caucasian	495	364	409	1263
	58.2%	54.7%	56.7%	56.7%
Black	324	281	298	903
	38.1%	42.3%	41.3%	40.4%
Spanish American	2	2	3	7
	.2%	.3%	.4%	.3%
Asian	29	18	10	57
	3.4%	2.7%	1.4%	2.5%
American Indian	1		1	1
	.1%		.1%	.1%
Total	851	665	721	2237
	38.0%	29.7%	32.2%	100.0%
Gender				
Female	489	381	420	1290
	57.5%	57.3%	58.3%	57.7%
Male	365	284	301	947
	42.5%	42.7%	41.7%	42.3%
Total	851	665	721	2237
	38.0%	29.7%	32.2%	100.0%
Subsidized Lunch (SES)				
Paying	421	348	429	1198
	49.5%	52.3%	59.5%	53.6%
Free	334	253	225	812
	39.2%	38.0%	31.2%	36.3%
Reduced Price	96	64	67	227
	11.3%	9.6%	9.3%	10.1%
Total	851	665	221	2237
	38.0%	29.7%	32.2%	100.0%

College Readiness Program Evaluation 1988-1989

Table 2

Grade Point Average of CRP Students and Other Students
In Required and College Preparatory Courses

SUBJECT	GRADE	CRP	REGULAR	DIFFERENCE
Language Arts	6	3.0	2.3	.7
	7	2.8	2.3	.5
	8	2.8	2.4	.4
Reading	6	2.9	2.2	.7
	7	2.9	2.3	.6
	8	2.9	2.3	.6
Social Studies	6	2.9	2.2	.7
	7	2.9	2.2	.5
	8	2.7	2.2	.6
Mathematics	6	2.8	2.2	.6
	7	2.7	2.3	.6
	8	2.7	2.2	.4
Science	6	3.0	2.2	.7
	7	2.7	2.3	.4
Life Science	8	2.8	2.1	.7
Pre-Algebra	8	2.7	2.4	.3
Algebra	8	3.0	2.4	.7
French	8	2.6	2.6	-.0
German	8	2.6	2.2	.4
Spanish	8	2.7	2.5	.4

Note. Grade code: A = 4, B = 3, C = 2, D = 1, F = 0

The Student Attitude Measure (SAM) was used to evaluate students' affective response to school environment. The SAM is a norm-referenced measure based on student self report. Student attitude expression is scored on five dimensions or scales:

1) Motivation For Learning
2) Academic Self-concept--Performance Based
3) Academic Self-concept--Referenced Based
4) Sense of Control Over Performance
5) Instructional Mastery

Average normal-curve equivalents (NCE) for the five dimensions of SAM are displayed for each scale in Table 3. Overall, CRP students gave average and above self reports on the five attitude dimensions. Three scale scores are notable; Academic Self-concept--Reference Based, Sense of Control Over Performance and Instructional Mastery. The lowest average NCE scale score for the total group is 52.7 for Academic Self-concept--Performance Based compared to the highest NCE score of 62.2 for Academic Self-concept--Reference Based. Also of note is the decrease in average NCE scores from sixth to eighth grade.

Further analysis of SAM scores suggested differences in attitudes toward school among ethnic and socioeconomic groups as well as among males and females in CRP. Summaries of average NCE scores by SES, gender and ethnic origin are contained in Tables 4, 5, 6, and 7.

Average NCE scores summarized for SES groups in Table 4 indicate that students on subsidized lunches overall were more positive in their attitudes toward school. Further summaries by SES and ethnic origin shown in Table 5 indicate that Black students on subsidized lunches were more positive on four of the five attitude scales than students of other ethnic origins. Students of Spanish American origin were more positive on the scale, Sense of Control Over Performance.

Students who paid for lunch were least positive overall in their attitudes toward school. Of these, students of Spanish American origin had the lowest average scores on four of the five attitude scales. Two students identified as American Indian had the lowest average scores on the scale, Motivation for Learning.

Comparisons of average NCE scores by gender summarized in Table 6 show that female students overall were more positive about school than male students. This trend is noted for female students at all grade levels.

Further analysis of SAM scores by gender and ethnic origin are summarized in Table 7. Comparisons of scores by ethnic origin show that Black and Caucasian females were more positive than Black and Caucasian males on all five attitude scales. Among other ethnic groups females were not as positive about school as males. Female students of Spanish American origin were more positive on the scale, Sense of Control Over Performance; male students of Spanish American origin were more positive on the other four attitude scales. Females of Asian origin were more positive on the scale, Motivation for Learning; males of Asian origin were more positive on the other four scales.

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 3

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY GRADE
MAY 1989

	GRADE			TOTAL
	6	7	8	
MOTIVATION FOR SCHOOLING				
MEAN	54.7	55.4	52.3	54.2
STANDARD DEVIATION	20.3	21.1	21.0	20.8
MEDIAN	55.0	56.0	51.0	53.0
MINIMUM	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0
VALID N	790	556	561	1907
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED				
MEAN	60.1	48.7	46.1	52.7
STANDARD DEVIATION	23.4	20.4	19.4	22.3
MEDIAN	65.0	51.0	45.0	54.0
MINIMUM	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0
VALID N	790	556	561	1907
ACADEMIC SELF-CONCEPT--REFERENCE BASED				
MEAN	63.3	62.6	60.3	62.2
STANDARD DEVIATION	23.3	23.1	20.7	22.6
MEDIAN	65.0	64.0	60.0	64.0
MINIMUM	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	93.0	99.0
VALID N	790	556	561	1907
SENSE OF CONTROL OVER PERFORMANCE				
MEAN	58.7	56.7	56.5	57.5
STANDARD DEVIATION	21.2	21.0	20.8	21.0
MEDIAN	60.0	58.0	58.0	58.0
MINIMUM	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0
VALID N	790	556	561	1907
INSTRUCTIONAL MASTERY				
MEAN	66.6	57.5	52.9	59.9
STANDARD DEVIATION	20.9	21.6	21.1	22.0
MEDIAN	70.0	58.0	54.0	60.0
MINIMUM	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0
VALID N	779	556	561	1896

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 4

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY GRADE AND SES
MAY 1989

	GRADE									TOTAL		
	6			7			8			SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	PAID	FREE REDUCED	
	PAID	FREE REDUCED		PAID	FREE REDUCED		PAID	FREE REDUCED				
MOTIVATION FOR SCHOOLING												
MEAN	52.4	57.0	54.7	53.1	58.0	55.4	49.2	56.8	52.3	51.6	57.3	54.2
STANDARD DEVIATION	19.2	21.2	20.3	20.9	21.1	21.1	20.9	20.2	21.0	20.3	20.9	20.8
MEDIAN	53.0	59.0	55.0	53.0	58.0	56.0	48.0	56.0	51.0	51.0	58.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	400	390	790	301	255	556	335	226	561	1036	871	1907
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED												
MEAN	60.0	60.3	60.1	48.8	49.0	48.7	44.7	48.3	46.1	51.7	53.9	52.7
STANDARD DEVIATION	23.1	23.7	23.4	20.7	20.1	20.4	19.3	19.3	19.4	22.3	22.3	22.3
MEDIAN	65.0	65.0	65.0	47.0	51.0	51.0	45.0	47.0	45.0	53.0	54.0	54.0
MAXIMUM	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	400	390	790	301	255	556	335	226	561	1036	871	1907
ACADEMIC SELF-CONCEPT--REFERENCE BASED												
MEAN	63.1	63.6	63.3	61.1	64.3	62.6	59.3	61.8	60.3	61.3	63.3	62.2
STANDARD DEVIATION	23.0	23.7	23.3	23.3	22.8	23.1	21.0	20.4	20.7	22.5	22.6	22.6
MEDIAN	65.0	69.0	65.0	61.0	67.0	64.0	60.0	64.0	60.0	62.0	67.0	64.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	400	390	790	301	255	556	335	226	561	1036	871	1907

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 4

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY GRADE AND SES
MAY 1989

	GRADE									TOTAL		
	6			7			8			SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	PAID	FREE REDUCED	
	PAID	FREE REDUCED		PAID	FREE REDUCED		PAID	FREE REDUCED				
SENSE OF CONTROL OVER PERFORMANCE												
MEAN	58.3	59.1	58.7	54.9	58.8	56.7	54.7	59.1	56.5	56.2	59.0	57.5
STANDARD DEVIATION	21.2	21.3	21.2	21.5	20.2	21.0	21.1	19.7	20.6	21.3	20.5	21.0
MEDIAN	60.0	60.0	60.0	55.0	60.0	58.0	54.0	58.0	58.0	58.0	60.0	58.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	400	390	790	301	255	556	335	226	561	1038	871	1907
INSTRUCTIONAL MASTERY												
MEAN	65.0	68.3	66.6	56.0	59.3	57.5	50.7	56.0	52.9	57.7	62.4	59.9
STANDARD DEVIATION	21.0	20.7	20.9	21.5	21.6	21.6	21.0	20.9	21.1	22.0	21.7	22.0
MEDIAN	67.0	70.0	70.0	58.0	60.0	58.0	51.0	57.0	54.0	60.0	64.0	60.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	394	385	779	301	255	556	335	226	561	1030	866	1896

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND SES
MAY 1989

RACE OR ETHNIC ORIGIN
CAUCASIAN

	GRADE									TOTAL		
	6			7			8			SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	PAID	FREE REDUCED	
	PAID	FREE REDUCED		PAID	FREE REDUCED		PAID	FREE REDUCED				
MOTIVATION FOR SCHOOLING												
MEAN	51.4	55.6	53.0	50.9	54.8	52.2	46.9	56.0	49.4	49.8	55.5	51.7
STANDARD DEVIATION	18.8	21.6	20.0	21.6	20.9	21.4	21.1	21.0	21.4	20.4	21.2	20.9
MEDIAN	53.0	59.0	53.0	51.0	56.0	53.0	45.0	56.0	48.0	51.0	56.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	276	174	450	192	102	294	225	84	309	693	360	1053
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED												
MEAN	59.2	59.8	59.4	47.5	44.4	46.4	43.6	46.6	44.4	50.9	52.3	51.4
STANDARD DEVIATION	22.7	22.7	22.7	21.1	21.8	21.3	19.3	21.2	19.9	22.3	23.2	22.8
MEDIAN	65.0	65.0	65.0	45.0	45.0	45.0	41.0	45.0	41.0	51.0	54.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	85.0	99.0	90.0	99.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	10.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	85.0	99.0	90.0	99.0	99.0	99.0	99.0	99.0
VALID N	276	174	450	192	102	294	225	84	309	693	360	1053
ACADEMIC SELF-CONCEPT--REFERENCE BASED												
MEAN	61.5	61.8	61.7	60.6	61.2	60.8	58.8	63.1	59.3	59.7	62.0	60.4
STANDARD DEVIATION	22.8	23.0	22.9	23.5	24.2	23.7	22.0	20.8	21.8	22.8	22.8	22.8
MEDIAN	62.0	65.0	62.0	59.0	67.0	61.0	58.0	60.0	58.0	60.0	64.5	62.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	276	174	450	192	102	294	225	84	309	693	360	1053

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND SES
MAY 1989

RACE OR ETHNIC ORIGIN
CAUCASIAN

	GRADE									TOTAL		
	6			7			8			SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	PAID	FREE REDUCED	
	PAID	FREE REDUCED		PAID	FREE REDUCED		PAID	FREE REDUCED				
SENSE OF CONTROL OVER PERFORMANCE												
MEAN	57.6	59.0	58.2	53.9	55.6	54.5	52.5	59.1	54.3	54.9	58.1	56.0
STANDARD DEVIATION	21.3	20.2	20.9	21.6	20.8	21.3	21.4	19.6	21.1	21.5	20.2	21.1
MEDIAN	58.0	60.0	58.0	55.0	56.5	55.0	52.0	58.0	54.0	55.0	58.0	56.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	276	174	450	192	102	294	225	84	309	693	360	1053
INSTRUCTIONAL MASTERY												
MEAN	63.9	67.7	65.4	55.6	56.7	56.0	49.2	58.1	51.7	58.6	62.3	58.7
STANDARD DEVIATION	20.6	19.6	20.3	21.9	23.0	22.3	21.5	20.1	21.4	22.1	21.3	22.0
MEDIAN	67.0	70.0	67.0	58.0	59.0	58.0	47.0	60.0	51.0	60.0	64.0	60.0
MINIMUM	1.0	19.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	273	172	445	192	102	294	225	84	309	690	358	1048

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND SES
MAY 1989

RACE OR ETHNIC ORIGIN
BLACK

	GRADE									TOTAL		
	6			7			8			SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL			
	PAID	FREE REDUCED		PAID	FREE REDUCED		PAID	FREE REDUCED		PAID	FREE REDUCED	
MOTIVATION FOR SCHOOLING												
MEAN	55.2	58.8	57.4	58.7	60.0	58.5	54.0	57.3	55.8	55.3	58.7	57.3
STANDARD DEVIATION	19.8	20.7	20.3	19.0	21.3	20.3	19.9	20.1	20.0	19.4	20.7	20.2
MEDIAN	54.0	59.0	59.0	58.0	61.0	58.0	51.0	53.0	53.0	53.0	59.0	58.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	10.0	10.0	10.0	10.0	10.0	10.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	116	191	307	103	138	241	106	133	239	325	462	787
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED												
MEAN	62.8	62.4	62.5	51.1	52.8	52.1	47.3	49.3	48.4	54.0	55.6	55.0
STANDARD DEVIATION	23.6	23.6	23.6	20.3	18.2	19.1	19.4	18.5	18.9	22.2	21.4	21.8
MEDIAN	67.0	67.0	67.0	51.0	54.0	54.0	45.0	47.0	47.0	54.0	56.0	56.0
MAXIMUM	99.0	99.0	99.0	99.0	93.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	10.0	7.0	7.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	93.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
VALID N	116	191	307	103	138	241	106	133	239	325	462	787
ACADEMIC SELF-CONCEPT--REFERENCE BASED												
MEAN	67.8	65.4	66.3	63.3	67.3	65.6	65.5	61.2	63.1	65.6	64.8	65.1
STANDARD DEVIATION	22.9	24.2	23.7	23.0	21.9	22.4	17.5	20.5	19.3	21.3	22.6	22.1
MEDIAN	72.0	69.0	69.0	64.0	67.0	67.0	64.0	64.0	64.0	69.0	67.0	67.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	15.0	13.0	13.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	116	191	307	103	138	241	106	133	239	325	462	787

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND SES
MAY 1989

RACE OR ETHNIC ORIGIN
BLACK

	GRADE									TOTAL		
	6			7			8			SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	PAID	FREE REDUCED	
	PAID	FREE REDUCED		PAID	FREE REDUCED		PAID	FREE REDUCED				
SENSE OF CONTROL OVER PERFORMANCE												
MEAN	60.0	59.6	59.8	57.2	61.2	59.5	59.6	58.8	59.1	59.0	59.8	59.5
STANDARD DEVIATION	20.8	22.3	21.7	21.6	19.5	20.5	20.0	19.6	19.8	20.8	20.7	20.7
MEDIAN	60.0	60.0	60.0	55.0	61.0	60.0	59.0	58.0	58.0	59.0	60.0	60.0
MINIMUM	1.0	1.0	1.0	10.0	1.0	1.0	10.0	17.0	10.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	116	191	307	103	138	241	106	133	239	325	462	787
INSTRUCTIONAL MASTERY												
MEAN	68.0	69.4	68.9	57.4	61.4	59.7	54.3	54.0	54.1	60.1	62.5	61.5
STANDARD DEVIATION	21.5	21.3	21.4	20.9	20.6	20.8	19.8	21.2	20.5	21.5	22.0	21.8
MEDIAN	70.0	71.5	70.0	60.0	64.0	60.0	55.5	54.0	54.0	60.0	63.0	63.0
MINIMUM	1.0	1.0	1.0	10.0	1.0	1.0	1.0	7.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0	99.0
VALID N	113	188	301	103	138	241	106	133	239	322	459	781

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND SES
MAY 1989

RACE OR ETHNIC ORIGIN
SPANISH AMERICAN

	GRADE							TOTAL		
	6		7			8		SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH FREE REDUCED	TOTAL	SMF SUBSIDIZED LUNCH PAID	SMF SUBSIDIZED LUNCH FREE REDUCED	TOTAL	SMF SUBSIDIZED LUNCH FREE REDUCED	TOTAL	PAID	FREE REDUCED	
MOTIVATION FOR SCHOOLING										
MEAN	52.0	52.0	40.0	66.0	57.3	54.0	54.0	40.0	56.9	54.8
STANDARD DEVIATION	18.4	18.4		14.1	18.0	21.5	21.5		16.8	16.7
MEDIAN	52.0	52.0	40.0	66.0	56.0	53.0	53.0	40.0	56.0	54.5
MAXIMUM	65.0	65.0	40.0	76.0	76.0	76.0	76.0	40.0	76.0	76.0
MINIMUM	39.0	39.0	40.0	56.0	40.0	33.0	33.0	40.0	33.0	33.0
MAXIMUM	65.0	65.0	40.0	76.0	76.0	76.0	76.0	40.0	76.0	76.0
VALID N	2	2	1	2	3	3	3	1	7	8
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED										
MEAN	41.5	41.5	32.0	63.5	53.0	51.7	51.7	32.0	52.1	49.6
STANDARD DEVIATION	27.6	27.6		9.2	19.3	10.2	10.2		16.0	16.4
MEDIAN	41.5	41.5	32.0	63.5	57.0	56.0	56.0	32.0	57.0	56.5
MAXIMUM	61.0	61.0	32.0	70.0	70.0	59.0	59.0	32.0	70.0	70.0
MINIMUM	22.0	22.0	32.0	57.0	32.0	40.0	40.0	32.0	22.0	22.0
MAXIMUM	61.0	61.0	32.0	70.0	70.0	59.0	59.0	32.0	70.0	70.0
VALID N	2	2	1	2	3	3	3	1	7	8
ACADEMIC SELF-CONCEPT--REFERENCE BASED										
MEAN	64.0	64.0	32.0	59.5	50.3	59.3	59.3	32.0	60.7	57.1
STANDARD DEVIATION	32.5	32.5		6.4	16.5	29.2	29.2		21.7	22.5
MEDIAN	64.0	64.0	32.0	59.5	55.0	44.0	44.0	32.0	55.0	49.5
MAXIMUM	87.0	87.0	32.0	64.0	64.0	93.0	93.0	32.0	93.0	93.0
MINIMUM	41.0	41.0	32.0	55.0	32.0	41.0	41.0	32.0	41.0	32.0
MAXIMUM	87.0	87.0	32.0	64.0	64.0	93.0	93.0	32.0	93.0	93.0
VALID N	2	2	1	2	3	3	3	1	7	8

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND SES
MAY 1989

RACE OR ETHNIC ORIGIN
SPANISH AMERICAN

	GRADE							TOTAL		
	6		7			8		SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH	TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH	TOTAL	PAID	FREE REDUCED	
	FREE REDUCED		PAID	FREE REDUCED		FREE REDUCED				
SENSE OF CONTROL OVER PERFORMANCE										
MEAN	70.5	70.5	41.0	68.5	59.3	59.3	59.3	41.0	65.1	62.1
STANDARD DEVIATION	9.2	9.2		34.6	29.2	32.7	32.7		24.5	24.2
MEDIAN	70.5	70.5	41.0	68.5	44.0	63.0	63.0	41.0	64.0	63.5
MINIMUM	64.0	64.0	41.0	44.0	41.0	25.0	25.0	41.0	25.0	25.0
MAXIMUM	77.0	77.0	41.0	93.0	93.0	90.0	90.0	41.0	93.0	93.0
VALID N	2	2	1	2	3	3	3	1	7	8
INSTRUCTIONAL MASTERY										
MEAN	72.0	72.0	35.0	57.5	50.0	53.3	53.3	35.0	59.9	56.6
STANDARD DEVIATION	7.1	7.1		14.8	16.7	32.6	32.6		21.7	21.9
MEDIAN	72.0	72.0	35.0	57.5	47.0	51.0	51.0	35.0	67.0	59.0
MINIMUM	67.0	67.0	35.0	47.0	35.0	22.0	22.0	35.0	22.0	22.0
MAXIMUM	77.0	77.0	35.0	68.0	68.0	87.0	87.0	35.0	87.0	87.0
VALID N	2	2	1	2	3	3	3	1	7	8

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND SES
MAY 1989

RACE OR ETHNIC ORIGIN
ASIAN

	GRADE									TOTAL		
	6			7			8			SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	PAID	FREE REDUCED	
	PAID	FREE REDUCED		PAID	FREE REDUCED		PAID	FREE REDUCED				
MOTIVATION FOR SCHOOLING												
MEAN	44.7	53.3	51.3	70.4	61.2	63.8	61.0	59.0	59.7	56.5	56.6	56.6
STANDARD DEVIATION	23.2	22.0	22.2	17.4	19.9	19.2	9.8	16.1	13.7	21.8	20.5	20.6
MEDIAN	34.0	55.0	54.0	72.0	65.0	66.0	58.0	53.0	53.0	58.0	55.0	55.0
MAXIMUM	77.0	90.0	90.0	87.0	99.0	99.0	72.0	00.0	90.0	87.0	99.0	99.0
MINIMUM	20.0	1.0	1.0	48.0	24.0	24.0	53.0	45.0	45.0	20.0	1.0	1.0
MAXIMUM	77.0	90.0	90.0	87.0	99.0	99.0	72.0	90.0	90.0	87.0	99.0	99.0
VALID N	7	23	30	5	13	18	3	6	9	15	42	57
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED												
MEAN	48.1	48.9	48.7	41.4	41.8	41.7	33.3	49.8	44.3	42.9	46.8	45.8
STANDARD DEVIATION	26.2	27.8	27.1	11.8	17.5	15.8	16.1	14.7	16.4	20.1	23.4	22.5
MEDIAN	44.0	44.0	44.0	45.0	37.0	37.0	40.0	43.0	41.0	44.0	41.0	41.0
MAXIMUM	93.0	99.0	99.0	51.0	85.0	85.0	45.0	78.0	78.0	93.0	99.0	99.0
MINIMUM	15.0	1.0	1.0	23.0	17.0	17.0	15.0	40.0	15.0	15.0	1.0	1.0
MAXIMUM	93.0	99.0	99.0	51.0	85.0	85.0	45.0	78.0	78.0	93.0	99.0	99.0
VALID N	7	23	30	5	13	18	3	6	9	15	42	57
ACADEMIC SELF-CONCEPT--REFERENCE BASED												
MEAN	47.1	61.2	57.9	43.2	56.6	52.9	45.0	57.2	53.1	45.4	59.2	55.6
STANDARD DEVIATION	19.8	24.1	23.6	5.8	19.5	17.8	3.5	12.1	11.4	13.4	21.1	20.2
MEDIAN	52.0	65.0	62.0	45.0	51.0	46.0	47.0	57.5	50.0	45.0	60.0	55.0
MAXIMUM	69.0	99.0	99.0	51.0	99.0	99.0	47.0	77.0	77.0	69.0	99.0	99.0
MINIMUM	17.0	17.0	17.0	36.0	34.0	34.0	41.0	41.0	41.0	17.0	17.0	17.0
MAXIMUM	69.0	99.0	99.0	51.0	99.0	99.0	47.0	77.0	77.0	69.0	99.0	99.0
VALID N	7	23	30	5	13	18	3	6	9	15	42	57

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND SES
MAY 1989

RACE OR ETHNIC ORIGIN
ASIAN

	GRADE									TOTAL		
	6			7			8			SMF SUBSIDIZED LUNCH		TOTAL
	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	SMF SUBSIDIZED LUNCH		TOTAL	PAID	FREE REDUCED	
	PAID	FREE REDUCED		PAID	FREE REDUCED		PAID	FREE REDUCED				
SENSE OF CONTROL OVER PERFORMANCE												
MEAN	53.9	55.3	55.0	48.6	57.0	54.7	55.3	66.0	62.4	52.4	57.4	56.1
STANDARD DEVIATION	22.2	21.2	21.1	12.8	20.6	18.8	2.3	20.0	16.7	16.3	20.7	19.6
MEDIAN	54.0	54.0	54.0	48.0	62.0	55.0	54.0	63.0	59.0	54.0	58.5	54.0
MINIMUM	15.0	1.0	1.0	38.0	7.0	7.0	54.0	38.0	38.0	15.0	1.0	1.0
MAXIMUM	90.0	90.0	90.0	69.0	90.0	90.0	58.0	89.0	89.0	90.0	89.0	89.0
VALID N	7	23	30	5	13	18	3	6	9	15	42	57
INSTRUCTIONAL MASTERY												
MEAN	62.0	62.1	62.1	47.0	57.6	54.7	38.0	73.3	61.6	52.2	62.3	59.7
STANDARD DEVIATION	24.0	24.1	23.8	18.8	21.2	20.8	27.8	11.8	24.3	23.8	22.0	22.7
MEDIAN	70.0	83.0	87.0	41.0	54.0	54.0	47.0	68.0	64.0	80.0	63.5	63.0
MINIMUM	20.0	13.0	13.0	29.0	10.0	10.0	7.0	64.0	7.0	7.0	10.0	7.0
MAXIMUM	83.0	99.0	99.0	88.0	93.0	93.0	80.0	93.0	93.0	83.0	99.0	99.0
VALID N	7	23	30	5	13	18	3	6	9	15	42	57

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND SES
MAY 1989

RACE OR ETHNIC ORIGIN
AMERICAN INDIAN

	GRADE				TOTAL	
	6		8			
	SNF SUBSIDIZED LUNCH PAID	TOTAL	SNF SUBSIDIZED LUNCH PAID	TOTAL	SNF SUBSIDIZED LUNCH PAID	TOTAL
MOTIVATION FOR SCHOOLING						
MEAN	49.0	49.0	17.0	17.0	33.0	33.0
STANDARD DEVIATION					22.6	22.6
MEDIAN	49.0	49.0	17.0	17.0	33.0	33.0
MAXIMUM	49.0	49.0	17.0	17.0	49.0	49.0
MINIMUM	49.0	49.0	17.0	17.0	17.0	17.0
MAXIMUM	49.0	49.0	17.0	17.0	49.0	49.0
VALID N	1	1	1	1	2	2
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED						
MEAN	44.0	44.0	45.0	45.0	44.5	44.5
STANDARD DEVIATION					.7	.7
MEDIAN	44.0	44.0	45.0	45.0	44.5	44.5
MAXIMUM	44.0	44.0	45.0	45.0	45.0	45.0
MINIMUM	44.0	44.0	45.0	45.0	44.0	44.0
MAXIMUM	44.0	44.0	45.0	45.0	45.0	45.0
VALID N	1	1	1	1	2	2
ACADEMIC SELF-CONCEPT--REFERENCE BASED						
MEAN	62.0	62.0	53.0	53.0	57.5	57.5
STANDARD DEVIATION					6.4	6.4
MEDIAN	62.0	62.0	53.0	53.0	57.5	57.5
MAXIMUM	62.0	62.0	53.0	53.0	62.0	62.0
MINIMUM	62.0	62.0	53.0	53.0	53.0	53.0
MAXIMUM	62.0	62.0	53.0	53.0	62.0	62.0
VALID N	1	1	1	1	2	2

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 5

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND SES
MAY 1989

RACE OR ETHNIC ORIGIN
AMERICAN INDIAN

	GRADE				TOTAL	
	6		8			
	SNF SUBSIDIZED LUNCH PAID	TOTAL	SNF SUBSIDIZED LUNCH PAID	TOTAL	SNF SUBSIDIZED LUNCH PAID	TOTAL
SENSE OF CONTROL OVER PERFORMANCE						
MEAN	87.0	87.0	41.0	41.0	64.0	64.0
STANDARD DEVIATION					32.5	32.5
MEDIAN	87.0	87.0	41.0	41.0	64.0	64.0
MINIMUM	87.0	87.0	41.0	41.0	41.0	41.0
MAXIMUM	87.0	87.0	41.0	41.0	87.0	87.0
VALID N	1	1	1	1	2	2
INSTRUCTIONAL MASTERY						
MEAN	49.0	49.0	44.0	44.0	46.5	46.5
STANDARD DEVIATION					3.5	3.5
MEDIAN	49.0	49.0	44.0	44.0	46.5	46.5
MINIMUM	49.0	49.0	44.0	44.0	44.0	44.0
MAXIMUM	49.0	49.0	44.0	44.0	49.0	49.0
VALID N	1	1	1	1	2	2

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 6

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY GRADE AND GENDER
MAY 1989

	GRADE									TOTAL		
	6			7			8			GENDER		TOTAL
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL	FEMALE	MALE	
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE				
MOTIVATION FOR SCHOOLING												
MEAN	57.0	51.4	54.7	58.1	51.6	55.4	54.8	48.5	52.3	56.7	50.8	54.2
STANDARD DEVIATION	20.4	19.8	20.3	20.9	20.8	21.1	21.7	19.3	21.0	20.9	20.0	20.8
MEDIAN	59.0	53.0	55.0	58.0	53.0	56.0	53.0	48.0	51.0	56.0	51.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	10.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
VALID N	459	331	790	320	236	556	336	225	561	1115	792	1907
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED												
MEAN	60.5	59.7	60.1	49.6	47.6	48.7	47.1	44.7	46.1	53.3	51.8	52.7
STANDARD DEVIATION	23.6	23.0	23.4	20.9	19.7	20.4	20.1	18.3	19.4	22.6	21.8	22.3
MEDIAN	65.0	65.0	65.0	51.0	47.0	51.0	47.0	41.0	45.0	54.0	53.0	54.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
VALID N	459	331	790	320	236	556	336	225	561	1115	792	1907
ACADEMIC SELF-CONCEPT--REFERENCE BASED												
MEAN	64.2	62.2	63.3	63.9	60.8	62.6	63.4	58.7	60.3	63.8	59.9	62.2
STANDARD DEVIATION	23.5	23.0	23.3	24.0	21.8	23.1	20.7	20.0	20.7	22.8	22.0	22.6
MEDIAN	68.0	65.0	65.0	67.0	61.0	64.0	65.5	58.0	60.0	67.0	61.0	64.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	459	331	790	320	236	556	336	225	561	1115	792	1907

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 6

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY GRADE AND GENDER
MAY 1989

	GRADE									TOTAL		
	6			7			8			GENDER		TOTAL
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL	FEMALE	MALE	
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE				
SENSE OF CONTROL OVER PERFORMANCE												
MEAN	60.6	56.1	58.7	58.0	54.9	56.7	58.8	53.0	56.5	59.3	54.9	57.5
STANDARD DEVIATION	20.3	22.2	21.2	21.2	20.8	21.0	20.0	21.1	20.8	20.8	21.4	21.0
MEDIAN	60.0	58.0	60.0	60.0	55.0	58.0	58.0	52.0	58.0	60.0	55.0	58.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	459	331	790	320	236	556	336	225	561	1115	792	1907
INSTRUCTIONAL MASTERY												
MEAN	66.0	64.8	66.6	59.0	55.5	57.5	54.0	51.1	52.8	61.1	58.1	59.8
STANDARD DEVIATION	20.1	21.9	20.9	21.7	21.3	21.8	21.0	21.2	21.1	21.7	22.3	22.0
MEDIAN	70.0	67.0	70.0	60.0	58.0	58.0	57.0	51.0	54.0	64.0	60.0	60.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	451	328	779	320	238	558	336	225	561	1107	789	1896

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND GENDER
MAY 1989

RACE OR ETHNIC ORIGIN
CAUCASIAN

	GRADE									TOTAL		
	6			7			8			GENDER		TOTAL
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL	FEMALE	MALE	
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE				
MOTIVATION FOR SCHOOLING												
MEAN	55.4	50.0	53.0	55.3	48.1	52.2	53.0	44.0	49.4	54.6	47.8	51.7
STANDARD DEVIATION	20.2	19.4	20.0	20.4	22.1	21.4	23.1	17.3	21.4	21.2	19.8	20.9
MEDIAN	55.0	53.0	53.0	56.0	48.0	53.0	51.0	42.0	48.0	55.0	48.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	15.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
VALID N	255	195	450	187	127	284	186	123	309	608	445	1053
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED												
MEAN	59.6	59.1	59.4	46.9	45.7	46.4	45.0	43.5	44.4	51.6	51.0	51.4
STANDARD DEVIATION	22.9	22.4	22.7	21.2	21.8	21.3	20.9	18.2	19.8	22.9	22.3	22.8
MEDIAN	65.0	65.0	65.0	47.0	45.0	45.0	45.0	41.0	41.0	53.0	53.0	53.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	90.0	99.0	99.0	99.0	99.0
VALID N	255	195	450	187	127	284	186	123	309	608	445	1053
ACADEMIC SELF-CONCEPT--REFERENCE BASED												
MEAN	62.8	60.2	61.7	62.0	59.2	60.8	61.2	54.0	58.3	62.1	58.2	60.4
STANDARD DEVIATION	22.8	23.0	22.9	24.1	23.2	23.7	22.3	20.2	21.8	23.0	22.4	22.8
MEDIAN	65.0	62.0	62.0	61.0	61.0	61.0	60.0	55.0	58.0	62.0	59.0	62.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	7.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	255	195	450	187	127	284	186	123	309	608	445	1053

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND GENDER
MAY 1989

RACE OR ETHNIC ORIGIN
CAUCASIAN

	GRADE								TOTAL		
	6			7			8			GENDER	TOTAL
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL		
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE		FEMALE	MALE	
SENSE OF CONTROL OVER PERFORMANCE												
MEAN	60.1	55.8	58.2	55.7	52.8	54.5	56.4	51.1	54.3	57.8	53.8	56.0
STANDARD DEVIATION	19.7	22.2	20.9	20.8	21.8	21.3	20.5	21.8	21.1	20.3	22.0	21.1
MEDIAN	60.0	58.0	58.0	58.0	55.0	55.0	54.0	52.0	54.0	58.0	54.0	58.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	255	195	450	167	127	294	188	123	309	609	445	1063
INSTRUCTIONAL MASTERY												
MEAN	66.3	64.2	65.4	57.6	54.0	56.0	53.1	49.5	51.7	59.8	57.2	58.7
STANDARD DEVIATION	20.2	20.4	20.3	21.6	23.1	22.3	21.6	21.2	21.4	21.7	22.3	22.0
MEDIAN	70.0	67.0	67.0	58.0	58.0	58.0	54.0	47.0	51.0	63.0	60.0	60.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
VALID N	251	194	445	167	127	294	188	123	309	604	444	1048

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND GENDER
MAY 1988

RACE OR ETHNIC ORIGIN
BLACK

	GRADE									TOTAL		
	6			7			8			GENDER		TOTAL
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL			
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE		FEMALE	MALE	
MOTIVATION FOR SCHOOLING												
MEAN	59.4	54.3	57.4	60.8	55.3	58.5	57.3	53.6	55.8	59.2	54.4	57.3
STANDARD DEVIATION	20.5	19.7	20.3	21.0	19.0	20.3	19.8	20.2	20.0	20.4	19.8	20.2
MEDIAN	62.0	53.0	59.0	61.0	57.0	58.0	58.0	49.5	53.0	59.0	53.0	58.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	10.0	10.0	10.0	10.0	10.0	10.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
VALID N	188	121	307	141	100	241	145	94	239	472	315	787
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED												
MEAN	63.1	61.7	62.5	53.7	49.8	52.1	50.2	45.7	48.4	56.3	53.1	55.0
STANDARD DEVIATION	23.9	23.1	23.6	20.2	17.3	19.1	18.8	18.8	18.9	22.0	21.3	21.8
MEDIAN	67.0	65.0	67.0	54.0	51.0	54.0	51.0	45.0	47.0	57.0	54.0	56.0
MAXIMUM	99.0	99.0	99.0	99.0	90.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	1.0	1.0	10.0	7.0	7.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	90.0	99.0	99.0	93.0	99.0	99.0	99.0	99.0
VALID N	188	121	307	141	100	241	145	94	239	472	315	787
ACADEMIC SELF-CONCEPT--REFERENCE BASED												
MEAN	66.5	66.0	66.3	67.1	63.5	65.6	66.5	58.0	63.1	66.8	62.8	65.1
STANDARD DEVIATION	24.5	22.5	23.7	23.6	20.6	22.4	18.1	20.1	19.3	22.4	21.4	22.1
MEDIAN	72.0	68.0	69.0	68.0	64.0	67.0	69.0	60.0	64.0	68.0	64.0	67.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
MINIMUM	1.0	1.0	1.0	1.0	13.0	1.0	22.0	13.0	13.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	93.0	93.0	93.0	99.0	99.0	99.0
VALID N	188	121	307	141	100	241	145	94	239	472	315	787

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND GENDER
MAY 1988

RACE OR ETHNIC ORIGIN
BLACK

	GRADE									TOTAL		
	6			7			8			GENDER		TOTAL
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL	FEMALE	MALE	
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE				
SENSE OF CONTROL OVER PERFORMANCE												
MEAN	61.4	57.2	59.8	61.3	57.0	59.5	62.0	54.7	59.1	61.6	56.4	59.5
STANDARD DEVIATION	21.2	22.4	21.7	21.2	19.2	20.5	18.9	20.3	19.8	20.5	20.8	20.7
MEDIAN	64.0	60.0	60.0	62.0	58.0	60.0	59.0	54.0	58.0	62.0	58.0	60.0
MINIMUM	1.0	1.0	1.0	1.0	17.0	1.0	20.0	10.0	10.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	186	121	307	141	100	241	145	94	239	472	315	787
INSTRUCTIONAL MASTERY												
MEAN	70.7	66.3	68.9	61.4	57.3	59.7	55.1	52.7	54.1	63.0	59.3	61.5
STANDARD DEVIATION	19.5	23.8	21.4	21.6	19.4	20.8	20.4	20.7	20.5	21.4	22.2	21.8
MEDIAN	73.0	67.0	70.0	60.0	60.0	60.0	57.0	51.0	54.0	64.0	60.0	63.0
MINIMUM	10.0	1.0	1.0	1.0	10.0	1.0	1.0	7.0	1.0	1.0	1.0	1.0
MAXIMUM	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
VALID N	182	118	301	141	100	241	145	94	239	468	313	781

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND GENDER
MAY 1989

RACE OR ETHNIC ORIGIN
SPANISH AMERICAN

	GRADE									TOTAL		
	6			7			8			GENDER		TOTAL
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL	FEMALE	MALE	
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE				
MOTIVATION FOR SCHOOLING												
MEAN	65.0	39.0	52.0	40.0	66.0	57.3	54.5	53.0	54.0	53.5	56.0	54.8
STANDARD DEVIATION			18.4		14.1	18.0	30.4		21.5	20.3	15.3	18.7
MEDIAN	65.0	39.0	52.0	40.0	66.0	56.0	54.5	53.0	53.0	52.5	54.5	54.5
MAXIMUM	65.0	39.0	65.0	40.0	76.0	76.0	76.0	53.0	76.0	76.0	76.0	76.0
MINIMUM	65.0	39.0	39.0	40.0	56.0	40.0	33.0	53.0	33.0	33.0	39.0	33.0
MAXIMUM	65.0	39.0	65.0	40.0	76.0	76.0	76.0	53.0	76.0	76.0	76.0	76.0
VALID N	1	1	2	1	2	3	2	1	3	4	4	8
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED												
MEAN	61.0	22.0	41.5	32.0	63.5	53.0	48.0	59.0	51.7	47.3	52.0	49.6
STANDARD DEVIATION			27.6		9.2	18.3	11.3		10.2	13.5	20.8	16.4
MEDIAN	61.0	22.0	41.5	32.0	63.5	57.0	48.0	59.0	56.0	48.0	58.0	56.5
MAXIMUM	61.0	22.0	61.0	32.0	70.0	70.0	56.0	59.0	59.0	61.0	70.0	70.0
MINIMUM	61.0	22.0	22.0	32.0	57.0	32.0	40.0	59.0	40.0	32.0	22.0	22.0
MAXIMUM	61.0	22.0	61.0	32.0	70.0	70.0	56.0	59.0	59.0	61.0	70.0	70.0
VALID N	1	1	2	1	2	3	2	1	3	4	4	8
ACADEMIC SELF-CONCEPT--REFERENCE BASED												
MEAN	87.0	41.0	64.0	32.0	59.5	50.3	68.5	41.0	59.3	64.0	50.3	57.1
STANDARD DEVIATION			32.5		6.4	16.5	34.6		28.2	30.5	11.3	22.5
MEDIAN	87.0	41.0	64.0	32.0	59.5	55.0	68.5	41.0	44.0	86.5	48.0	48.5
MAXIMUM	87.0	41.0	87.0	32.0	64.0	64.0	93.0	41.0	93.0	93.0	64.0	93.0
MINIMUM	87.0	41.0	41.0	32.0	55.0	32.0	44.0	41.0	41.0	32.0	41.0	32.0
MAXIMUM	87.0	41.0	87.0	32.0	64.0	64.0	93.0	41.0	93.0	93.0	64.0	93.0
VALID N	1	1	2	1	2	3	2	1	3	4	4	8

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND GENDER
MAY 1989

RACE OR ETHNIC ORIGIN
SPANISH AMERICAN

	GRADE									TOTAL		
	6			7			8			GENDER		TOTAL
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL			
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE		FEMALE	MALE	
SENSE OF CONTROL OVER PERFORMANCE												
MEAN	77.0	64.0	70.5	41.0	68.5	59.3	57.5	63.0	59.3	58.3	68.0	62.1
STANDARD DEVIATION			9.2		34.6	28.2	48.0		32.7	30.3	20.2	24.2
MEDIAN	77.0	64.0	70.5	41.0	68.5	44.0	57.5	63.0	63.0	59.0	63.5	63.5
MINIMUM	77.0	64.0	64.0	41.0	44.0	41.0	25.0	63.0	25.0	25.0	44.0	25.0
MAXIMUM	77.0	64.0	77.0	41.0	93.0	93.0	90.0	63.0	90.0	90.0	93.0	93.0
VALID N	1	1	2	1	2	3	2	1	3	4	4	8
INSTRUCTIONAL MASTERY												
MEAN	77.0	67.0	72.0	35.0	57.5	50.0	54.5	51.0	53.3	55.3	58.3	56.8
STANDARD DEVIATION			7.1		14.8	16.7	48.0		32.8	31.8	10.8	21.9
MEDIAN	77.0	67.0	72.0	35.0	57.5	47.0	54.5	51.0	51.0	56.0	59.0	59.0
MINIMUM	77.0	67.0	67.0	35.0	47.0	35.0	22.0	51.0	22.0	22.0	47.0	22.0
MAXIMUM	77.0	67.0	77.0	35.0	68.0	68.0	87.0	51.0	87.0	87.0	68.0	87.0
VALID N	1	1	2	1	2	3	2	1	3	4	4	8

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND GENDER
MAY 1989

RACE OR ETHNIC ORIGIN
ASIAN

	GRADE									TOTAL		
	6			7			8					
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE		FEMALE	MALE	
MOTIVATION FOR SCHOOLING												
MEAN	55.4	46.1	51.3	67.9	57.3	63.8	53.0	63.0	59.7	59.8	53.0	56.6
STANDARD DEVIATION	19.5	25.1	22.2	22.8	9.7	19.2		16.1	13.7	20.4	20.8	20.8
MEDIAN	62.0	46.0	54.0	76.0	58.0	66.0	53.0	60.0	53.0	62.0	53.0	55.0
MAXIMUM	80.0	90.0	90.0	99.0	72.0	99.0	53.0	90.0	90.0	99.0	90.0	99.0
MINIMUM	15.0	1.0	1.0	24.0	45.0	24.0	53.0	45.0	45.0	15.0	1.0	1.0
MAXIMUM	80.0	90.0	90.0	99.0	72.0	99.0	53.0	90.0	90.0	99.0	90.0	99.0
VALID N	17	13	30	11	7	18	3	6	9	31	26	57
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED												
MEAN	45.7	52.6	48.7	39.5	45.1	41.7	32.0	50.5	44.3	42.2	50.1	45.8
STANDARD DEVIATION	25.8	29.5	27.1	17.5	13.2	15.8	14.7	14.3	16.4	22.0	22.6	22.5
MEDIAN	44.0	44.0	44.0	37.0	51.0	37.0	40.0	45.0	41.0	40.0	45.0	41.0
MAXIMUM	83.0	99.0	99.0	85.0	60.0	85.0	41.0	78.0	78.0	85.0	99.0	99.0
MINIMUM	1.0	15.0	1.0	17.0	23.0	17.0	15.0	40.0	15.0	1.0	15.0	1.0
MAXIMUM	83.0	99.0	99.0	85.0	60.0	85.0	41.0	78.0	78.0	85.0	99.0	99.0
VALID N	17	13	30	11	7	18	3	6	9	31	26	57
ACADEMIC SELF-CONCEPT--REFERENCE BASED												
MEAN	58.5	57.2	57.9	53.3	52.3	52.9	46.0	56.7	53.1	55.4	55.8	55.6
STANDARD DEVIATION	21.0	27.6	23.8	21.3	11.7	17.8	4.6	12.5	11.4	20.1	20.8	20.2
MEDIAN	62.0	62.0	62.0	45.0	51.0	46.0	47.0	57.5	50.0	52.0	58.0	55.0
MAXIMUM	83.0	99.0	99.0	99.0	67.0	99.0	50.0	77.0	77.0	99.0	99.0	99.0
MINIMUM	17.0	17.0	17.0	34.0	34.0	34.0	41.0	41.0	41.0	17.0	17.0	17.0
MAXIMUM	83.0	99.0	99.0	99.0	67.0	99.0	50.0	77.0	77.0	99.0	99.0	99.0
VALID N	17	13	30	11	7	18	3	6	9	31	26	57

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND GENDER
MAY 1989

RACE OR ETHNIC ORIGIN
ASIAN

	GRADE									TOTAL		
	6			7			8			GENDER		TOTAL
	GENDER		TOTAL	GENDER		TOTAL	GENDER		TOTAL			
	FEMALE	MALE		FEMALE	MALE		FEMALE	MALE		FEMALE	MALE	
SENSE OF CONTROL OVER PERFORMANCE												
MEAN	58.5	60.3	59.0	52.1	58.7	54.7	53.0	67.2	62.4	55.7	58.5	56.1
STANDARD DEVIATION	20.2	22.1	21.1	23.5	7.1	18.8	13.2	17.3	16.7	20.6	18.8	19.6
MEDIAN	60.0	54.0	54.0	48.0	58.0	55.0	58.0	61.0	59.0	50.0	56.0	54.0
MINIMUM	32.0	1.0	1.0	7.0	52.0	7.0	38.0	54.0	38.0	7.0	1.0	1.0
MAXIMUM	90.0	77.0	90.0	90.0	69.0	90.0	83.0	99.0	99.0	90.0	99.0	99.0
VALID N	17	13	30	11	7	18	3	6	9	31	26	57
INSTRUCTIONAL MASTERY												
MEAN	63.7	60.0	62.1	52.9	57.4	54.7	59.7	62.5	61.6	59.5	59.9	59.7
STANDARD DEVIATION	22.1	26.3	23.8	24.6	14.4	20.8	11.2	29.9	24.3	22.3	23.7	22.7
MEDIAN	67.0	67.0	67.0	54.0	54.0	54.0	64.0	66.0	64.0	63.0	63.5	63.0
MINIMUM	22.0	13.0	13.0	10.0	41.0	10.0	47.0	7.0	7.0	10.0	7.0	7.0
MAXIMUM	99.0	99.0	99.0	83.0	83.0	83.0	66.0	93.0	93.0	99.0	99.0	99.0
VALID N	17	13	30	11	7	18	3	6	9	31	26	57

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND GENDER
MAY 1989

RACE OR ETHNIC ORIGIN
AMERICAN INDIAN

	GRADE				TOTAL	
	6		8		GENDER	TOTAL
	GENDER	TOTAL	GENDER	TOTAL		
	MALE		MALE		MALE	
MOTIVATION FOR SCHOOLING						
MEAN	49.0	49.0	17.0	17.0	33.0	33.0
STANDARD DEVIATION					22.6	22.6
MEDIAN	49.0	49.0	17.0	17.0	33.0	33.0
MAXIMUM	49.0	49.0	17.0	17.0	49.0	49.0
MINIMUM	49.0	49.0	17.0	17.0	17.0	17.0
MAXIMUM	49.0	49.0	17.0	17.0	49.0	49.0
VALID N	1	1	1	1	2	2
ACADEMIC SELF-CONCEPT--PERFORMANCE BASED						
MEAN	44.0	44.0	45.0	45.0	44.5	44.5
STANDARD DEVIATION					.7	.7
MEDIAN	44.0	44.0	45.0	45.0	44.5	44.5
MAXIMUM	44.0	44.0	45.0	45.0	45.0	45.0
MINIMUM	44.0	44.0	45.0	45.0	44.0	44.0
MAXIMUM	44.0	44.0	45.0	45.0	45.0	45.0
VALID N	1	1	1	1	2	2
ACADEMIC SELF-CONCEPT--REFERENCE BASED						
MEAN	62.0	62.0	53.0	53.0	57.5	57.5
STANDARD DEVIATION					6.4	6.4
MEDIAN	62.0	62.0	53.0	53.0	57.5	57.5
MAXIMUM	62.0	62.0	53.0	53.0	62.0	62.0
MINIMUM	62.0	62.0	53.0	53.0	53.0	53.0
MAXIMUM	62.0	62.0	53.0	53.0	62.0	62.0
VALID N	1	1	1	1	2	2

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 7

STUDENT ATTITUDE MEASURE (SAM)
NCE SCORES FOR SAM SCALES BY RACE AND GENDER
MAY 1989

RACE OR ETHNIC ORIGIN
AMERICAN INDIAN

	GRADE				TOTAL	
	6		8		GENDER	TOTAL
	GENDER	TOTAL	GENDER	TOTAL		
	MALE		MALE		MALE	
SENSE OF CONTROL OVER PERFORMANCE						
MEAN	87.0	87.0	41.0	41.0	64.0	64.0
STANDARD DEVIATION					32.5	32.5
MEDIAN	87.0	87.0	41.0	41.0	64.0	64.0
MINIMUM	87.0	87.0	41.0	41.0	41.0	41.0
MAXIMUM	87.0	87.0	41.0	41.0	87.0	87.0
VALID N	1	1	1	1	2	2
INSTRUCTIONAL MASTERY						
MEAN	49.0	49.0	44.0	44.0	46.5	46.5
STANDARD DEVIATION					3.5	3.5
MEDIAN	49.0	49.0	44.0	44.0	46.5	46.5
MINIMUM	49.0	49.0	44.0	44.0	44.0	44.0
MAXIMUM	49.0	49.0	44.0	44.0	49.0	49.0
VALID N	1	1	1	1	2	2

As a group CRP students expressed average and above attitudes toward academic learning and school behavior on five dimensions of the SAM. High average scores in Academic Self-concept--Reference Based indicated student awareness of positive feedback from others about their school performance and ability to succeed academically. High average scores in Sense of Control Over Performance show students feel responsibility for school outcomes, self reliance and independence in the school setting. High scores in Instructional Mastery indicated student awareness of skills needed to focus on their school work, organize their school life and succeed in school.

Differences in average NCE scale scores noted for gender, ethnic and socioeconomic groups suggest attitudinal differences to be considered in selecting students and in planning program activities to optimize their academic potential.

A locally constructed student survey provided information about attitudes towards college as an educational or career goal. Responses to the eight items of the survey are summarized in Table 8. Generally students indicated positive attitudes toward post high school education. A large majority, 95.1%, agreed that "the more education I have the more career choices I have". A large majority, as well, 72.7% believed they can go to college; and 87.1% plan to go to college. "There are many ways to get financial help for college" received 85.2% agreement. "If you are poor you can't go to college" received 76.5% disagreement. However, "I can always get a sports scholarship if I don't get good grades" received 25.3% agreement. Less than half of the respondents, 44.5% disagreed suggesting unrealistic expectations about attaining sports scholarships.

Responses to most items on the locally constructed survey indicated a majority of CRP students have positive attitudes regarding college as an educational or career goal. Percents of responses in agreement with one item suggest that students hold unrealistic expectations about attaining a sports scholarships.

Four items from a locally constructed survey for professional staff provided information about the opinions of middle school staffs regarding the selection of students for CRP. Responses from administrators and teachers are summarized in Table 9. Of staffs responding, 58.1% reported being involved in student selection; 67.8% thought "students I recommended were given fair consideration" and 72.4% felt the "coordinator gave all students fair consideration for CRP". Less than half of the responding staffs, 44.9%, thought the "coordinator used my recommendation to remove a student from the program".

Responses of middle school teachers and administrators are positive about their involvement in the student selection process. However, less than half of the respondents thought that CRP coordinators considered staff recommendations to remove students from the program.

Four items from the locally constructed survey provided information about the opinions of middle school staffs regarding CRP service to students. Responses to two items are summarized in Table 9. Of staffs responding, 83.5% reported being "frequently informed of activities for CRP". Over half the respondents, 55.7% thought they "would feel more involved if (they) could

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 8

STUDENT SURVEY RESULTS BY GRADE
MAY 1989

	GRADE			TOTAL
	6	7	8	
THE MORE EDUCATION I HAVE THE MORE CAREER CHOICES I HAVE				
AGREE	743	512	502	1757
	96.0%	94.6%	94.4%	95.1%
UNDECIDED	10	20	22	52
	1.3%	3.7%	4.1%	2.8%
DISAGREE	8	3	3	14
	1.0%	.6%	.6%	.8%
DONT KNOW	13	6	5	24
	1.7%	1.1%	.9%	1.3%
TOTAL	774	541	532	1847
	41.9%	29.3%	28.8%	100.0%
CHILDREN IN LOW INCOME FAMILIES CAN AFFORD COLLEGE				
AGREE	179	166	168	513
	23.2%	30.9%	31.6%	27.9%
UNDECIDED	216	122	130	468
	28.0%	22.7%	24.5%	25.4%
DISAGREE	196	140	148	484
	25.8%	26.1%	27.8%	26.3%
DONT KNOW	179	109	87	375
	23.2%	20.3%	16.4%	20.4%
TOTAL	772	537	531	1840
	42.0%	29.2%	28.9%	100.0%
IF YOU ARE POOR YOU CAN'T GO TO COLLEGE				
AGREE	51	25	31	107
	6.6%	4.6%	5.8%	5.8%
UNDECIDED	81	45	50	186
	11.6%	8.3%	9.4%	10.1%
DISAGREE	570	414	418	1402
	74.2%	76.7%	78.9%	76.3%
DONT KNOW	56	56	31	143
	7.3%	10.4%	5.8%	7.8%
TOTAL	768	540	530	1838
	41.8%	29.4%	28.8%	100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 8

STUDENT SURVEY RESULTS BY GRADE
MAY 1989

	GRADE			TOTAL
	6	7	8	
IT'S OK TO START COLLEGE BEFORE YOU HAVE DECIDED ON A CAREER				
AGREE	469	344	324	1137
	60.6%	63.9%	61.1%	61.7%
UNDECIDED	112	85	82	279
	14.5%	15.8%	15.5%	15.1%
DISAGREE	125	73	90	288
	16.1%	13.6%	17.0%	15.6%
DONT KNOW	68	36	34	138
	8.8%	6.7%	6.4%	7.5%
TOTAL	774	538	530	1842
	42.0%	29.2%	28.8%	100.0%
THERE ARE MANY WAYS TO GET FINANCIAL HELP FOR COLLEGE				
AGREE	644	462	463	1569
	83.5%	85.6%	87.4%	85.2%
UNDECIDED	61	34	35	130
	7.9%	6.3%	6.6%	7.1%
DISAGREE	10	9	12	31
	1.3%	1.7%	2.3%	1.7%
DONT KNOW	56	35	20	111
	7.3%	6.5%	3.8%	6.0%
TOTAL	771	540	530	1841
	41.9%	29.3%	28.8%	100.0%
I BELIEVE I CAN GO TO COLLEGE				
AGREE	715	505	488	1708
	92.9%	93.7%	92.0%	92.9%
UNDECIDED	32	19	20	71
	4.2%	3.5%	3.8%	3.9%
DISAGREE	10	8	8	26
	1.3%	1.5%	1.5%	1.4%
DONT KNOW	13	7	14	34
	1.7%	1.3%	2.7%	1.8%
TOTAL	770	539	528	1837
	41.9%	29.3%	28.7%	100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 8

STUDENT SURVEY RESULTS BY GRADE
MAY 1989

	GRADE			TOTAL
	6	7	8	
I CAN ALWAYS GET A SPORTS SCHOLARSHIP IF I DON'T GET GOOD GRADES				
AGREE	178	147	138	465
	23.4%	27.2%	26.2%	25.3%
UNDECIDED	140	80	116	346
	18.3%	16.7%	21.8%	18.8%
DISAGREE	360	232	225	817
	47.0%	43.0%	42.4%	44.5%
DONT KNOW	87	71	51	209
	11.4%	13.1%	9.6%	11.4%
TOTAL	766	540	531	1837
	41.7%	29.4%	28.9%	100.0%
I PLAN TO GO TO COLLEGE				
AGREE	682	472	454	1808
	88.2%	87.2%	85.3%	87.1%
UNDECIDED	69	48	51	168
	8.9%	8.9%	9.6%	9.1%
DISAGREE	11	9	12	32
	1.4%	1.7%	2.3%	1.7%
DONT KNOW	11	12	15	38
	1.4%	2.2%	2.8%	2.1%
TOTAL	773	541	532	1846
	41.9%	29.3%	28.8%	100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 9

PROFESSIONAL STAFF SURVEY RESULTS BY POSITION
MARCH 1989

	STAFF ASSIGNMENT				TOTAL
	ACADEMIC TEACHER	UNIFIED ARTS TEACHER	ADMINISTRATOR	OTHER	
I'VE BEEN FREQUENTLY INFORMED OF CRP ACTIVITIES IN MY BUILDING					
AGREE	105 81.4%	21 77.8%	23 100.0%	25 78.1%	174 82.5%
UNDECIDED	2 1.6%	2 7.4%		1 3.1%	5 2.4%
DISAGREE	20 15.5%	4 14.8%		6 18.8%	30 14.2%
DON'T KNOW	2 1.6%				2 .9%
TOTAL	129 61.1%	27 12.8%	23 10.9%	32 15.2%	211 100.0%
I WAS INVOLVED IN SELECTING STUDENTS FOR CRP					
AGREE	91 70.5%	4 14.8%	16 72.7%	7 24.1%	118 57.0%
UNDECIDED	6 4.7%	1 3.7%	1 4.5%		8 3.9%
DISAGREE	29 22.5%	21 77.8%	3 13.6%	21 72.4%	74 35.7%
DON'T KNOW	3 2.3%	1 3.7%	2 9.1%	1 3.4%	7 3.4%
TOTAL	129 62.3%	27 13.0%	22 10.6%	29 14.0%	207 100.0%
ANY STUDENT I RECOMMENDED FOR CRP WAS GIVEN FAIR CONSIDERATION					
AGREE	95 76.0%	6 27.3%	16 80.0%	12 44.4%	129 66.5%
UNDECIDED	10 8.0%	4 18.2%	2 10.0%	7 25.9%	23 11.9%
DISAGREE	8 6.4%	4 18.2%		4 14.8%	16 8.2%
DON'T KNOW	12 9.6%	8 36.4%	2 10.0%	4 14.8%	26 13.4%
TOTAL	125 64.4%	22 11.3%	20 10.3%	27 13.9%	194 100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 9

PROFESSIONAL STAFF SURVEY RESULTS BY POSITION
MARCH 1989

	STAFF ASSIGNMENT				TOTAL
	ACADEMIC TEACHER	UNIFIED ARTS TEACHER	ADMINISTRATOR	OTHER	
I FELT COORDINATOR GAVE ALL STUDENTS FAIR CONSIDERATION FOR CRP					
AGREE	94 74.0%	14 53.8%	19 90.5%	19 61.3%	146 71.2%
UNDECIDED	7 5.5%	1 3.8%	1 4.8%	4 12.9%	13 6.3%
DISAGREE	10 7.9%	4 15.4%		1 3.2%	15 7.3%
DON'T KNOW	16 12.6%	7 26.9%	1 4.8%	7 22.6%	31 15.1%
TOTAL	127 62.0%	26 12.7%	21 10.2%	31 15.1%	205 100.0%
COORDINATOR FOLLOWED MY RECOMENDATION TO REMOVE A PUPIL FROM CRP					
AGREE	55 51.4%	1 4.8%	15 75.0%	4 17.4%	75 43.9%
UNDECIDED	21 19.6%	6 28.6%	3 15.0%	9 39.1%	39 22.8%
DISAGREE	6 5.6%	2 9.5%		4 17.4%	12 7.0%
DON'T KNOW	25 23.4%	12 57.1%	2 10.0%	6 26.1%	45 26.3%
TOTAL	107 62.6%	21 12.3%	20 11.7%	23 13.5%	171 100.0%
I WOULD FEEL MORE INVOLVED IF I COULD GO ON A FEW CRP TRIPS					
AGREE	77 63.1%	8 33.3%	11 52.4%	14 51.9%	110 56.7%
UNDECIDED	19 15.6%	6 25.0%	4 19.0%	6 22.2%	35 18.0%
DISAGREE	22 18.0%	7 29.2%	5 23.8%	5 18.5%	39 20.1%
DON'T KNOW	4 3.3%	3 12.5%	1 4.8%	2 7.4%	10 5.2%
TOTAL	122 62.9%	24 12.4%	21 10.8%	27 13.9%	194 100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 10

PARENT SURVEY RESULTS
APRIL 1989

	QUADRANT				TOTAL
	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST	
I THINK GOING TO COLLEGE WOULD BE GOOD FOR MY CHILD					
AGREE	129	148	329	159	785
	97.0%	98.0%	97.6%	97.5%	97.6%
UNDECIDED	2	1	7	4	14
	1.5%	.7%	2.1%	2.5%	1.8%
DISAGREE	1	2	1		4
	.8%	1.3%	.3%		.5%
DON'T KNOW	1				1
	.8%				.1%
TOTAL	133	151	337	163	784
	17.0%	19.3%	43.0%	20.8%	100.0%
I WILL ENCOURAGE MY CHILD TO TAKE COLLEGE PREP COURSES					
AGREE	131	145	328	157	761
	98.5%	96.7%	97.6%	96.3%	97.3%
UNDECIDED	1	4	3	5	13
	.8%	2.7%	.9%	3.1%	1.7%
DISAGREE	1	1	3		5
	.8%	.7%	.9%		.6%
DON'T KNOW			2	1	3
			.6%	.6%	.4%
TOTAL	133	150	336	163	782
	17.0%	19.2%	43.0%	20.8%	100.0%
I THINK ITS POSSIBLE FOR MY CHILD TO GO TO COLLEGE					
AGREE	123	138	300	143	704
	93.2%	92.0%	88.8%	87.7%	89.9%
UNDECIDED	4	6	20	12	42
	3.0%	4.0%	5.9%	7.4%	5.4%
DISAGREE	2	1	4		7
	1.5%	.7%	1.2%		.9%
DON'T KNOW	3	5	14	8	30
	2.3%	3.3%	4.1%	4.9%	3.8%
TOTAL	132	150	338	163	783
	16.9%	19.2%	43.2%	20.8%	100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 10

PARENT SURVEY RESULTS
APRIL 1989

	QUADRANT				TOTAL
	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST	
I WILL HELP MY CHILD GO TO COLLEGE IN ANY WAY I CAN					
AGREE	132	147	324	154	757
	99.2%	97.4%	96.1%	94.5%	96.6%
UNDECIDED		2	8	7	17
		1.3%	2.4%	4.3%	2.2%
DISAGREE	1	1	3		5
	.8%	.7%	.9%		.6%
DON'T KNOW		1	2	2	5
		.7%	.6%	1.2%	.6%
TOTAL	133	151	337	163	784
	17.0%	19.3%	43.0%	20.8%	100.0%
A COLLEGE EDUCATION IS IMPORTANT FOR MY CHILD					
AGREE	129	147	326	158	780
	97.0%	97.4%	96.4%	96.9%	96.8%
UNDECIDED	2	2	9	5	18
	1.5%	1.3%	2.7%	3.1%	2.3%
DISAGREE	1	2	2		5
	.8%	1.3%	.6%		.6%
DON'T KNOW	1		1		2
	.8%		.3%		.3%
TOTAL	133	151	338	163	785
	16.9%	19.2%	43.1%	20.8%	100.0%
CHILDREN IN LOW INCOME FAMILIES CANT AFFORD COLLEGE					
AGREE	45	50	126	55	276
	34.4%	33.6%	37.6%	33.7%	35.5%
UNDECIDED	12	10	44	19	85
	9.2%	6.7%	13.1%	11.7%	10.9%
DISAGREE	67	84	143	78	372
	51.1%	56.4%	42.7%	47.9%	47.8%
DON'T KNOW	7	5	22	11	45
	5.3%	3.4%	6.6%	6.7%	5.8%
TOTAL	131	149	335	163	778
	16.8%	19.2%	43.1%	21.0%	100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 10

PARENT SURVEY RESULTS
APRIL 1989

	QUADRANT				TOTAL
	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST	
CRP HELPED MY CHILD KNOW MORE ABOUT WHAT TO DO TO GO TO COLLEGE					
STRONGLY AGREE	113	133	280	127	653
	85.0%	88.1%	83.3%	78.4%	83.8%
AGREE	12	12	40	21	85
	9.0%	7.9%	11.9%	13.0%	10.9%
UNDECIDED	5	4	7	6	22
	3.8%	2.6%	2.1%	3.7%	2.8%
DISAGREE	3	2	9	8	22
	2.3%	1.3%	2.7%	4.9%	2.8%
TOTAL	133	151	336	162	782
	17.0%	19.3%	43.0%	20.7%	100.0%
I WOULD LIKE MY CHILD TO CONTINUE IN CRP					
STRONGLY AGREE	128	147	334	153	762
	96.2%	98.0%	98.8%	94.4%	97.3%
AGREE	3	1	4	8	16
	2.3%	.7%	1.2%	4.9%	2.0%
UNDECIDED	1	1		1	3
	.8%	.7%		.6%	.4%
DISAGREE	1	1			2
	.8%	.7%			.3%
TOTAL	133	150	338	162	783
	17.0%	19.2%	43.2%	20.7%	100.0%
THERE ARE MANY WAYS TO GET FINANCIAL HELP FOR COLLEGE					
STRONGLY AGREE	102	126	252	118	598
	77.9%	84.0%	74.8%	73.7%	76.9%
AGREE	10	9	29	12	60
	7.6%	6.0%	8.6%	7.5%	7.7%
UNDECIDED	2	6	13	7	28
	1.5%	4.0%	3.9%	4.4%	3.6%
DISAGREE	17	9	43	23	92
	13.0%	6.0%	12.8%	14.4%	11.8%
TOTAL	131	150	337	160	778
	16.8%	19.3%	43.3%	20.6%	100.0%

COLLEGE READINESS PROGRAM EVALUATION 1988-1989

TABLE 10

PARENT SURVEY RESULTS
APRIL 1989

	QUADRANT				TOTAL
	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST	
THE HIGHEST LEVEL OF SCHOOLING IVE COMPLETED					
GRADE SCHOOL		13 9.0%	6 1.9%	5 3.3%	24 3.3%
SOME HIGH SCHOOL	8 6.6%	25 17.4%	33 10.6%	40 26.7%	106 14.6%
HIGH SCHOOL GRAD	33 27.3%	44 30.6%	107 34.3%	53 35.3%	237 32.6%
SOME COLLEGE/TECH	50 41.3%	28 19.4%	105 33.7%	41 27.3%	224 30.8%
COLLEGE GRAD	17 14.0%	21 14.6%	41 13.1%	11 7.3%	90 12.4%
POST GRAD STUDY	13 10.7%	13 9.0%	20 6.4%		46 6.3%
TOTAL	121 16.6%	144 19.8%	312 42.9%	150 20.6%	727 100.0%
MY RELATIONSHIP TO CHILD					
PARENT	128 96.2%	142 95.3%	316 94.9%	157 96.9%	743 95.6%
FOSTER PARENT		1 .7%	1 .3%		2 .3%
GUARDIAN	1 .8%	2 1.3%	3 .9%	4 2.5%	10 1.3%
STEPPARENT	2 1.5%	2 1.3%	6 1.8%	1 .6%	11 1.4%
OTHER	2 1.5%	2 1.3%	7 2.1%		11 1.4%
TOTAL	133 17.1%	149 19.2%	333 42.9%	162 20.8%	777 100.0%

accompany students on a few trips". Two open ended items received a variety of responses about the best features of CRP and suggestions for improving the program. Responses to open ended items are available upon request.

A locally constructed parent survey provided information about the attitudes of parents regarding their child's participation in CRP. Some information about families of students was requested on the parent survey, as well. In response to a question about the highest level of schooling completed, 17.9% of parents reported grade school or some high school, 32.6% reported graduating from high school and 49.5% reported education beyond high school. In response to a question about relationship to the student 95.6% reported themselves to be parent, 0.3% reported foster parent, 1.3% reported guardian, 1.4% reported step parent, and another 1.4% reported other.

Nine items on the survey questioned parents about their child's participation in the program. Responses to these items are summarized in Table 10. Parents expressed supportive attitudes toward a college education for their child. High percents of parents, 90% and more, agreed with five items about college for their children:

- I think going to college would be good for my child
- I will encourage my child to take college preparatory courses
- I think its possible for my child to go to college
- I will help my child get to college in any way I can
- A college education is important to my child

Parents were positive as well about their child's participation in the program. A large majority, 83.5%, thought the program helped their child know more about what to do to go to college: 97.3% wanted their children to continue in the program.

Summary: Descriptive data compiled about students in the College Readiness Program suggests their potential for success in college. As a group they demonstrated academic potential in grade point averages that were somewhat higher then the averages of other middle school students in required and college preparatory courses. As a group they demonstrated average and above attitudes toward academic learning and school behavior in five areas of expression on the Student Attitude Measure. Some differences were noted in academic performance and attitude by grade levels, gender, ethnic origin and socioeconomic status. These differences suggest careful consideration in selecting students for program participation and in planning program activities and follow-up for individual students.

Middle school staffs involved as classroom teachers with CRP students were positive about their participation in recommending students for the program. They were positive, also, about the services offered to CRP students and the manner in which coordinators informed them of program schedules and activities.

Parents demonstrated positive attitudes toward the idea of a college education for their child and their child's continued participation in CRP. Close to half of the parents reported their own level of education to be beyond high school.

Appendix

Columbus Public Schools
College Readiness Program

STUDENT SURVEY

School _____

Grade level _____

Directions: This year you participated in the College Readiness Program at your school. This survey is to find out what you think about college. Read each statement carefully. Circle the answer that tells best how you agree with the statement. Use the following code for your answers.

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
DK = Don't Know

1.	The more education I have the more career choices I have.	SA	A	U	D	SD	DK
2.	Children in low income families can afford college.	SA	A	U	D	SD	DK
3.	If you are poor, you can't go to college.	SA	A	U	D	SD	DK
4.	It is OK to start college before you have decided on a career.	SA	A	U	D	SD	DK
5.	There are many ways to get financial help for college.	SA	A	U	D	SD	DK
6.	I believe I can go to college.	SA	A	U	D	SD	DK
7.	I can always get a scholarship for sports if I don't get good grades.	SA	A	U	D	SD	DK
8.	I plan to go to college.	SA	A	U	D	SD	DK

Columbus Public Schools
College Readiness Program

PROFESSIONAL STAFF SURVEY

Indicate your position:

_____	Academic area teacher	If yes, circle grade level(s) taught 6 7 8
_____	Unified arts teacher	
_____	Administrator	
_____	Other	

Directions: This survey is intended to collect information about the College Readiness Program (CRP). Respond to the items based on your knowledge of CRP program at your school. Fold, staple, and place the completed survey in the school mail by March 31, 1989.

Indicate your agreement with the following statements using the scale:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
DK = Don't Know

1.	I've been informed frequently about the CRP activities in my building (written and/or oral).	SA	A	U	D	SD	DK
2.	I was involved in selecting students for CRP.	SA	A	U	D	SD	DK
3.	Any student whom I recommended for CRP was given fair consideration by the coordinator.	SA	A	U	D	SD	DK
4.	I felt the coordinator gave all students fair consideration for CRP.	SA	A	U	D	SD	DK
5.	The coordinator followed my recommendation to remove a student from the program.	SA	A	U	D	SD	DK
6.	I would feel more involved in CRP if I could accompany my students on a few trips.	SA	A	U	D	SD	DK

7. What do you think is the best feature of the CRP?

_____

_____

_____

8. What suggestions for improving the CRP could you offer?

_____

_____

Columbus Public Schools
College Readiness Program

PARENT SURVEY

Directions: This survey is to find out about the College Readiness Program in which your child has participated this year. Read each statement carefully. For items 1 through 9, circle the answer that tells best how you agree with the statement. Use the following code for your answers:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
DK = Don't Know

1. I think going to college would be good for my child. SA A U D SD DK

2. I will encourage my child to take college preparatory courses. SA A U D SD DK

3. I think it's possible for my child to go to college. SA A U D SD DK

4. I will help my child get to college in any way I can. SA A U D SD DK

5. A college education is important for my child. SA A U D SD DK

6. Children in low income families can't afford college. SA A U D SD DK

7. The College Readiness Program has helped my child know more about what to do to go to college. SA A U D SD DK

8. I would like my child to continue in the College Readiness Program. SA A U D SD DK

9. There are many ways to get financial help for college. SA A U D SD DK

10. Please indicate the highest level of schooling you have completed: (Check one)

____ Grade school
____ Some high school
____ High school graduate
____ Some college/technical school
____ College graduate
____ Post graduate study

11. My relationship to child is: (Check one)

____ Parent ____ Foster Parent ____ Guardian ____ Stepparent
____ Other